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ABSTRACT

Reassessment for reentry has become a popular concept on college campuses as more nontraditional students return to college. A reassessment series, offered at the University of California-Davis from 1973-1977, was evaluated in a one-year follow-up study of the life changes for 234 female and 12 male participants. Data indicated that life change had occurred for 80% of the participants and that 57% had enrolled in college. The age group most likely to enroll was between ages 30 and 45. The point at which children entered school seemed to be a very crucial time for the participants to make changes. Most subjects felt the series had given them encouragement to enter college and help in goal clarification. Results suggest that individual experiences coupled with participant's suggestions and feedback can be used to design an ideal reassessment plan. (Author/NRB)

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Life Change Following "You Too Can Return to College" -- A Reassessment Series[1]

Jeanne W. Smith[2] and Mary Regan[3]

ABSTRACT

This paper describes a reassessment series for college reentry which was offered at University of California Davis from 1973 - 1977. A one-year followup study assessed life change and evaluated the series. Observations are made about this population and reentry programs. An ideal plan for a reassessment series is proposed as well as opportunities for further study.

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1) Research report summary presented by Jeanne Smith to statewide Reentry Conference, California State University, Sacramento, April 28, 1978.

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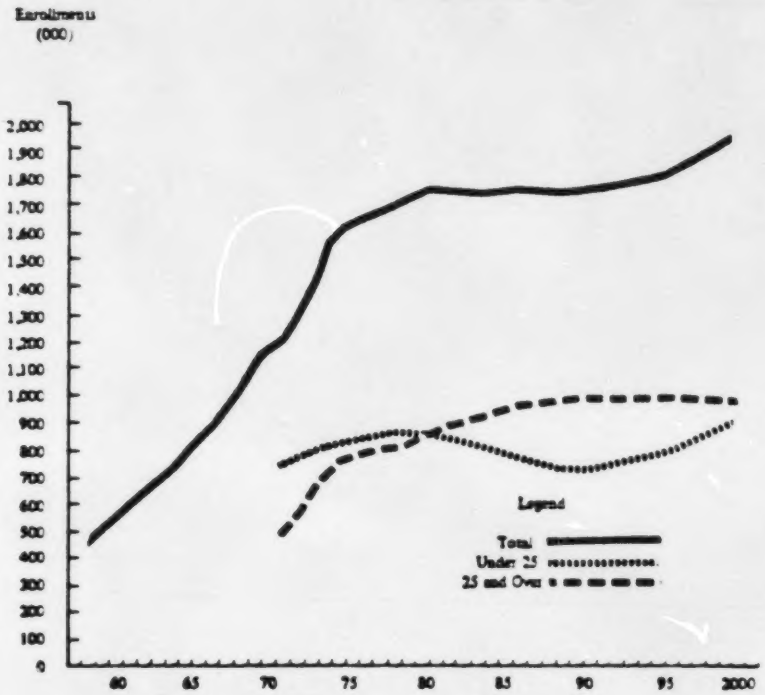
Reassessment for reentry has become a popular concept on college campuses as increasing numbers of non-traditional students are choosing to return to college. The California Post-Secondary Education Commission recognized this trend in a five year plan update published in 1978. The composition of undergraduate student populations on the state's campuses are projected to increase in students over age 25 and decrease in students under 25 (Figure 1).

FIGURE 1

AGE COMPOSITION OF ACTUAL AND PROJECTED UNDERGRADUATE ENROLLMENTS IN THE UNIVERSITY OF CALIFORNIA, THE CALIFORNIA STATE UNIVERSITY AND COLLEGES, AND THE CALIFORNIA COMMUNITY COLLEGES 1960-2000



Planning for Postsecondary Education in California: A Five Year Plan Update 1978
California Postsecondary Education Commission Report 78-1 January 1978

Jeanne Smith's personal interest in reentry and reassessment began in 1968 when she enrolled in a series, "Personal Inventory and Self Actualization". It was a change point in her life and the catalyst for reentry into college and return to professional life. In 1972, while enrolled in a graduate program in the behavioral sciences, she became concerned about reentry students enrolling in the Extended University at University of California, Davis. Her Master's degree project assessed the needs of reentry students as they entered academic programs. She later became a counselor in the Part-Time Degree Program to help meet these needs. In the Fall of 1973 she developed "You Too Can Return to College", a series which was offered through University Extension. During five years this series was offered each quarter to a very heterogeneous population of enrolled and potential students.

The course format usually involved six two-hour sessions; one quarter there were eight sessions (Appendix A). The course fee varied from $30 to $45 and the enrollment ranged from four to thirty-three persons. A total of 246 men and women[4] participated in sixteen series at four locations during four academic years. Referrals to the series were made by the following groups: Family Service Agencies, County Mental Health Clinics, Widow-to-Widow programs, Planned Parenthood, California Department of Rehabilitation, Sacramento YWCA, public health nurses, physicians, and psychologists. Others came on the recommendation of friends, family, and former students of the series.

The sessions included interest and ability testing using a variety of test instruments. Introspective written homework assignments were assigned each week, including a life diary (Appendix B). Suggested reading lists guided study (Appendix C); guest lecturers and a videotaped panel of students provided information and role models. Groups met at the UCD minicenter and at off-campus Learning Centers, in morning or evening series. One quarter the series was offered on the UC Davis microwave television network.

Some of the series were followed by individual counseling sessions and a six months reunion. In Spring, 1976, the name of the series was changed to "You Too Can..." to more accurately describe the consideration of alternatives in addition to college reentry. The participants had a common goal; they all came seeking life change alternatives.

In 1974, Kathleen Green[5], Mary Regan, and Jeanne Smith began a one year later follow-up study of the participants. The study involved a summary of the first class pre-assessment materials, including demographic data and expectations for the course (Appendix D). End of course evaluations were also summarized (Appendix E). A one year later survey of life change yielded a sixty percent response (Appendix F). These data were analyzed with a Statistical Package for the Social Sciences. Responders and non-responders did not differ significantly on items from the first class preassessment.

Participants included 234 women and 12 men. Ages ranged from 22 to 60, though over 40% were between ages 35 and 45. Over 75% of the group were married and approximately two-thirds housewives. One-fourth were employed full time. Over 90% had attended college, and approximately 40% ahd Bachelor's degrees; ten persons had Master's degrees (Table 1).

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4) In Fall quarter, 1977, 19 persons participated in an additional "You Too Can..." series, bringing the total enrollment to 265.

5) Student involved in individual women's studies major, UC Davis.

TABLE 1

PROFILE OF PARTICIPANTS' CHARACTERISTICS

		N=246	Percentage
(Total Age Range.....22-60)			
Age:	20-24	2	0.8%
	25-29	35	14.2
	30-34	44	17.9
	35-39	52	21.1
	40-44	52	21.1
	45-49	36	14.6
	50-54	17	6.9
	over 55	8	3.3
Sex: Women		234	95.1%
Men		12	4.9
Marital Status:	Married	188	76.4%
	Formerly Married	47	19.1
	Single	11	4.5
Employment Status:			
	Housewives	158	64.2%
	Employed, Part-time	16	6.5
	Employed, Full-time	62	25.2
	Unemployed	8	3.3
	Retired	2	.8
Educational Status:			
	High School Graduates	21	8.5%
	Below Sophomore or AA degree	86	35.0
	Junior and Senior	32	13.0
	Completed degree	97	39.4
	Graduate student	10	4.1

Over 50% of the participants had two or three children and 75% had children in school and teen-age groups (Table 2).

TABLE 2

CHILDREN OF PARTICIPANTS

Category	Number of Children
Two Children	78 31.7%
Three Children	56 22.8%
Four Children	34 13.8%
One Child	33 13.4%
None	32 13.0%
Over Four	13 5.3%

Category	Age of Children
School Age (6-12)	198 34.8%
Teenage (13-18)	171 30.1%
Older (19 & Up)	135 23.7%
Preschool (0-5)	65 11.4%

Approximately 25% had attended school within the last five years, and 25% had not attended for over twenty years. Academic areas of study ranged widely, with 41% in the Social and Behavioral Sciences. Almost 25% were undecided and seeking new directions (Table 3).

TABLE 3

PROFILE OF PARTICIPANTS' SCHOOL INVOLVEMENT

		N=246	Percentage
Years since last attended school: (5 year intervals)	1-5	57	23.6%
	6-10	36	14.9
	11-15	38	15.7
	16-20	42	17.4
	over 20	69	28.5
Major Field of Study: (listed in order of frequency)			
Undecided		55	24.1%
Education-Teacher		29	12.7
Business Administration, Accounting		25	10.9
Nursing		19	8.3
Home Economics		12	5.3
English		11	4.8
Sociology		8	3.5
Art, Psychology, Biology, History		7 each	3.1 each
Social Welfare		6	2.6
Liberal Arts, Medical Technology		4 each	1.8 each
Nutrition, Occupational and Physical Therapy, Zoology, Animal Science, Languages		3 each	1.3 each
Music, Physical Education, Political Science		2 each	0.9 each
Mathematics, Library Science, Human Development, Anthropology, Physics, Religion		1 each	0.4 each
Area of Study:			
Social and Behavioral Sciences		96	41.2%
Undecided		55	24.1
Biological Sciences		45	19.3
Arts and Humanities		37	15.4
Physical Sciences & Mathematics		2	.8

Work experiences ranged from office workers (almost 40%), and teachers (13%), to race track drivers, railroad workers, stewardesses, and tile setters (Table 4).

TABLE 4

WORK EXPERIENCES

	*N = 529	Percentage
Work Experience (Listed in order of frequency)		
Office Worker, Bank Teller	209	39.5%
Teacher	69	13.0
Sales Clerk	49	9.3
Lab. Assistant	31	5.9
Nurse	24	4.5
Social Service Worker	20	3.8
Own Business	19	3.6
Library Assistant	13	2.5
Food Service Worker	12	2.3
Telephone Operator, Installer	9	1.7
Teacher's Aid	8	1.5
Dental Assistant	7	1.3
None	7	1.3
Writer, Editor	6	1.1
Hostess, Stewardess	5	0.9
Draftsperson	5	0.9
Lifeguard	4	0.8
Therapist, Dietician, Real Estate Sales Person, Member of Armed Forces	3 each	0.6
Assemblyline Worker, Travel Agent, Farmer	2 each	0.4
Decorator, Optician, Theater Usher, Racetrack Worker, Radio Announcer, Hairdresser, Computer Programmer, Home Economist, Electronics Technician, Construction Worker, Railroad Worker, Postal Service Employee, Gardener, Tile Setter	1 each	0.2
missing cases = 5		

*Each person could list up to three work experiences

Most frequently mentioned volunteer experiences were parent and child services, scouts, PTA, teacher's aid, and other child centered activities which would be expected in a family-oriented population of primarily women (Table 5).

TABLE 5

VOLUNTEER EXPERIENCE

	*N = 488	Percentage
Parent/Child Services; Scouts, 4-H; Teacher's Aid, PTA	130	26.6%
Community Services; Family Services, Blind Center, Handicapped Schools	90	18.4
Teacher's Aid	57	11.7
Church Work	43	8.8
Social Clubs; League of Women Voters, AAUW, Junior League, Bridge Club	42	8.6
No Volunteer Work	37	7.6
Hospital Aid Volunteer	31	6.4
National Charity Organizations; Red Cross, Heart & Cancer Fund, etc.	24	4.9
Recreation Director; Summer Programs, Arts and Crafts Teacher	19	3.9
Political Campaigns	15	3.1
missing cases =	13	

*Each person could list up to three volunteer experiences

Participants' expectations for the course were varied. Expectations were assessed the first session of the series, and half of the group were seeking help in identifying new opportunities and goals. A large number also were seeking re-orientation to college. One-third wanted personal reassessment (Table 6).

TABLE 6

COURSE VALUE EXPECTATIONS

Category	Preassessment Total Responders Non-Responders	Preassessment Course Value Non-Responders	Assessment 1 Year Later Responders
New Opportunities/Goals	$117_{50.4\%}$	$44_{50.0\%}$	$31_{25.6\%}$
Reorientation To College	$40_{17.2\%}$	$17_{19.3\%}$	$10_{8.3\%}$
Personal Reassessment	$33_{14.2\%}$	$16_{18.2\%}$	$30_{24.8\%}$
Evaluate Ability	$32_{13.8\%}$	$8_{9.1\%}$	$18_{14.9\%}$
Reinforcement & Support	$10_{4.3\%}$	$3_{3.4\%}$	$32_{26.4\%}$

Expectations for the series in relation to personal growth were stated:

> "I'm trying to focus on something; I don't know what. I'll call it unnamed yearnings."
>
> "Maybe it will help me to find the way to shed a lifetime of responsible consideration for others in society, and let me do personal creative things that require solitude and not being interrupted, all without guilt."

Individuals in personal and family crises wrote:

> "I hope to gain confidence and greater knowledge in my search for a job. We have lost most of our farm and business, and as soon as our legal problems are settled, I will need a job."
>
> "I need to reassess my life situation. My husband died six months ago, and sometimes I wonder where am I going?"
>
> "I am in a transition period. My divorce is not finalized, but my entire life is necessarily changing. I need a new direction, a new career, an entire new life."

Another person, who had an undiagnosed physical problem said:

> "I need direction, and hope that this experience will help tie up loose ends, organize my abilities, and give me courage to continue."

Others expressed concerns for college reentry, saying:

> "It's been twenty years since I attended college, and I'm short a degree. Also my interests have changed and expanded. I need this course to proceed with my education, to find out how and where."
>
> "I'm hoping to return to school in a field that is totally different than my BA studies. Should I go for a second BA or prepare to try to be accepted in the Master's program? How have schools changed? Scholarships and financial aid for reentry women, and moral support, where will I get it? Is a return to college necessary or will I be a victim of the 'great training robbery'?"

Persons also expressed a need for career change:

> "It will help me decide on one alternative I might use when we leave the motel business."
>
> "I want to clarify goals for a possible second career out of the theater field, perhaps into museum work."

These were all expectations for the course, as persons began the series. One year later when they assessed the courses' value, one-fourth noted new opportunities and goals, one-fourth noted personal reassessment, and one-fourth noted reinforcement and support (Table 6). There was marked variation from the original value expectations. Personal assessment and support had increased in importance through retrospective valuing.

One year later a man described career change:

> "Although I did not return to college, I found the greatest career satisfcation of my life in my present job, one that I created as a result of my study with you."

Others described the encouragement and support they received:

> "I entered the course feeling very down and came out of the course with a refreshed, optimistic, new look at myself. It's the best intellectual kick in the pants I've had in years."

One year later life change had occurred for 80% of the persons enrolled, and 57% had enrolled in college. There were many other changes. Some had acquired jobs; others had mental and physical problems, divorce, separation, children leaving home, children with behavioral and physical problems, job injury resulting in stopping work, personal and business crises. The group who did not enroll in college stated they couldn't work it into their lives, lacked self assurance, found no opportunities near, and other reasons (Table 7).

TABLE 7

SINCE TAKING "YOU TOO" HAVE YOU...

1 Year Later

Category	Number	Percentage
Enrolled	85	57.0%
Chose Not To Enroll*	30	20.2
Acquired Job	19	12.8
Other Change	15	10.1
Mental & Physical Problems		
Divorce		
Separation		
Children Leaving Home		
Behavioral Problems		
Physical Problems		
Job Injury Resulting In Stopping Work		
Personal/Business Crisis		
Opened Own Business		
Quit Job		
Changed Jobs		
Reentered Former Career		
Plan To Enroll In College		
Purchased Home		
Moved		
IF DID NOT ENROLL IN COLLEGE		
Couldn't Work Into Life	35	58.3%
Other Avenues	14	23.3
Lack Self Assurance	5	8.3
Other	5	8.3
No College Near	1	1.7

One man described his transition in retirement:

> "I'm sorry I cannot attend our first reunion, because I took the title of the course literally and returned to college. At the time you are meeting, I'll be between my Tuesday statistics and Economics classes at Solano where I am a full-time student. Taking your course may not have been the major factor in my decision to return to college, but it was a strong catalyst and very definitely helped me adjust to the transition from Lt. Colonel to student."

Life change from divorce was another factor:

> "I changed my whole life style, moved, divorced, found a job, and am managing as well as I can with my two children. This class truly gave me the courage to take the steps I chose for my life style."

In considering the decision to change, age was not a relevant factor, however the age group most likely to enroll were those between ages thirty and forty-five (Table 8, Figure 2).

TABLE 8

LIFE CHANGE IN RELATION TO AGE

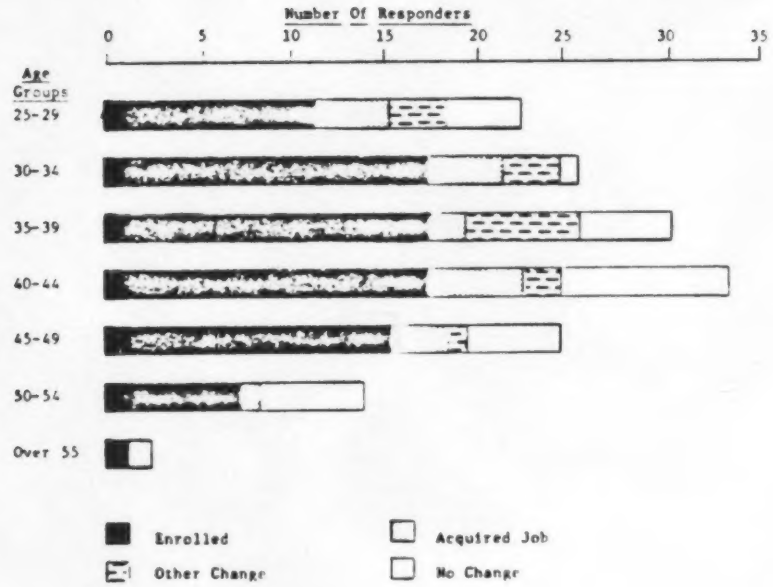
1 Year Later

Category	Enrolled	Acquired Job	Other Change	No Change
25-29	$11_{12.9\%}$	$4_{21.1\%}$	$3_{20.0\%}$	$4_{13.33\%}$
30-34	$17_{20.0\%}$	$4_{21.1\%}$	$3_{20.0\%}$	$1_{3.33\%}$
35-39	$17_{20.0\%}$	$2_{10.5\%}$	$6_{40.0\%}$	$5_{16.67\%}$
40-44	$17_{20.0\%}$	$5_{26.3\%}$	$2_{13.3\%}$	$9_{30.0\%}$
45-49	$15_{17.6\%}$	$3_{15.8\%}$	$1_{6.7\%}$	$5_{16.67\%}$
50-54	$7_{8.2\%}$	$1_{5.3\%}$	-	$5_{16.67\%}$
Over 55	$1_{1.2\%}$	-	-	$1_{3.33\%}$
	$85_{57.0\%}$	$19_{12.8\%}$	$15_{10.07\%}$	$30_{20.13\%} = 149_{100\%}$

FIGURE 2

LIFE CHANGE IN RELATION TO AGE

1 Year Later



Persons with preschool children were more likely to acquire a job than to return to college. When children enter school seemed to be a very crucial time for persons to make changes (Table 9, Figure 3).

TABLE 9

LIFE CHANGE IN RELATION TO

AGE OF FIRST CHILD

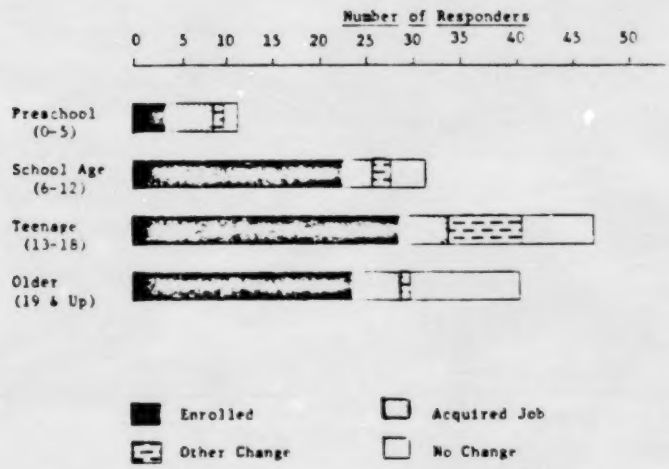
1 Year Later

Category	Enrolled	Acquired Job	Other Change	No Change
Preschool (0-5)	$3_{3.9\%}$	$5_{27.8\%}$	$1_{8.3\%}$	$2_{7.7\%}$
School Age (6-12)	$22_{28.9\%}$	$3_{16.7\%}$	$2_{16.7\%}$	$4_{15.4\%}$
Teenage (13-18)	$28_{36.8\%}$	$5_{27.8\%}$	$8_{66.7\%}$	$8_{30.72\%}$
Older (19 & Up)	$23_{30.3\%}$	$5_{27.8\%}$	$1_{8.3\%}$	$12_{46\%}$
	$76_{57.6\%}$	$18_{13.6\%}$	$12_{9.7\%}$	$26_{19.7\%}$

FIGURE 3

LIFE CHANGE IN RELATION TO AGE OF FIRST CHILD

1 Year Later



Persons who had begun college were most likely to reenter degree programs. Those with degrees were least likely to make a change (Table 10, Figure 4). The hazards of graduate admission and entrance into professional careers are reflected.

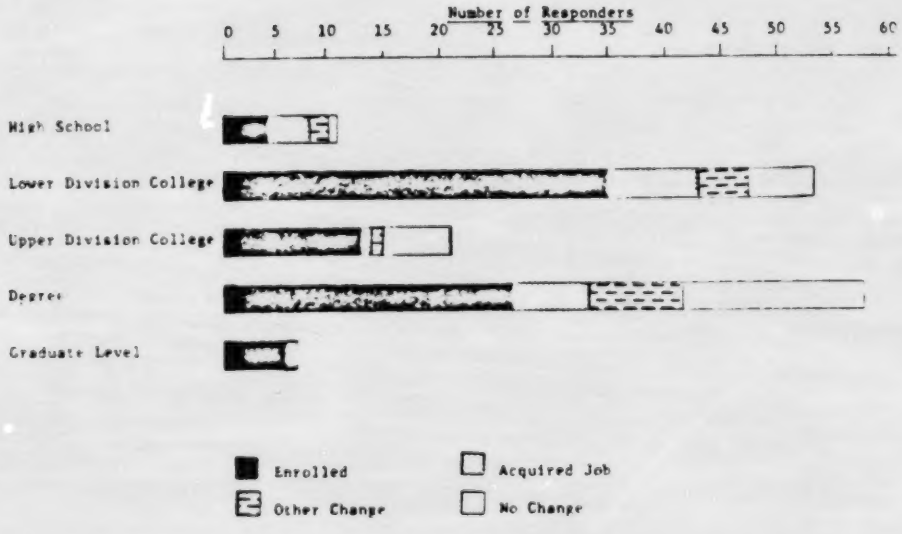
TABLE 10

LIFE CHANGE IN RELATION TO EDUCATIONAL STATUS

Category	Enrolled	Acquired Job	Other Change	No Change
High School	$4_{4.7\%}$	$4_{27.7\%}$	$2_{13.3\%}$	$1_{3.3\%}$
Lower Division College	$35_{47.18\%}$	$8_{42.11\%}$	$4_{26.67\%}$	$6_{20.0\%}$
Upper Division College	$13_{15.29\%}$	$1_{5.26\%}$	$3_{6.66\%}$	$6_{20.0\%}$
Degree	$27_{31.8\%}$	$6_{31.6\%}$	$8_{53.3\%}$	$16_{53.33\%}$
Graduate Level	$6_{7.1\%}$	-	-	$1_{3.3\%}$
	$85_{57.05\%}$	$19_{12.75\%}$	$15_{10.07\%}$	$30_{20.13\%}$ = $149_{100\%}$

FIGURE 4

LIFE CHANGE IN RELATION TO EDUCATIONAL STATUS



Those who did enroll chose various types of colleges. Over one-half enrolled in Community College and one-third came to UC Davis. The majority returned as part-time students at the lower division level (Table 11). Persons with degrees frequently chose to begin in new areas or to refresh skills and information at community colleges, later returning to the University.

TABLE 11

TYPE OF COLLEGE & ENROLLED STATUS

1 Year Later

Category		Number Of Respondents	Percentage Of Respondents
Junior College		44	50.6%
University Of California		29	33.3
State University		11	12.6
Other		3	3.4
	Total	87	
Lower Division		44	52.4%
Upper Division		20	23.8
Graduate Division		19	22.6
	Total	83	
Part-time		58	63.0%
Full Time		22	23.9
Other		12	13.0
	Total	92	

One year later the majority felt "You Too Can..." had given them very much encouragement to enter college and help in clarifying their goals (Table 12).

TABLE 12

COURSE EVALUATION

1 Year Later

Category	Very Much	Some	Very Little	None
Encouragement To Enroll In College	61 48.4%	45 35.7%	14 11.1%	6 4.8%
Clarification Of Life Goals	71 53.0%	52 38.8%	8 6.0%	3 2.2%
Gave Confidence In Academic Interests	37 29.4%	69 54.8%	14 11.1%	5 4.0%

As the persons began to look at life redirection, a woman commented:

> "I continued to tell the story of your course as central to important changes in my life. Your course and a prayer retreat at the Cenacle and the ecumenical women in Davis turned my life around. Yes, I was in the mid-life passage but I was paralyzed. I wasn't getting anywhere. My self-confidence had eroded. I was right for the course and predisposed to trust academic approaches, but I am also prone to being critical and notoriously indecisive. Your course presented me with a process, your self-confidence and obvious interest and concern led me to trust the process and give it my all."

As an adult student, experiences varied (Table 13). The majority felt family and instructors had supported and encouraged them. However, family and social life changed markedly. The majority felt their self concept had changed very much.

TABLE 13

EXPERIENCE AS AN ADULT STUDENT

1 Year Later

	Number and Percentage of Respondents			
Category	Very Much	Some	Very Little	None
Support From Family	42 53.2%	28 35.4%	7 8.9%	2 2.5%
Encouragement From Instructors	35 44.3%	34 43.0%	10 12.7%	-
Concept of Self Changed	48 61.5%	26 33.3%	4 5.1%	-
Difficulty Concentrating/Studying	11 14.3%	35 45.5%	21 27.3%	10 13.0%
Family, Social Life Changed	21 27.3%	29 37.7%	18 23.4%	9 11.7%

A response illustrates this change of self concept:

> "Self pride, self realization, self esteem, call it what you like, but no matter who I am or what I become the fact that I learned or relearned, that I am somebody, is something that I am aware of. I think this shows in me as a person now."

Others spoke of a new confidence in crisis:

> "Due to a personal and business crisis the past year, I've been manager/buyer of a store. The course was supportive and encouraging, giving me the confidence to tackle a situation I really was found in not by choice."

Someone who chose not to enroll said:

> "I think I finally accepted the fact that I didn't have to go to college to be successful and obtain my goals. This was particularly interesting to me because I always wanted to have a college education. I realize it would be very helpful for me to take college courses to learn about my various interests, decorating, piano, business administration, insurance, but I have no desire to go to college full time at this stage of my life."

A person who reentered a former career responded:

> "The tests I took during the course confirmed me in my present interests. I was hoping for a new direction, and it is true that I like teaching. I realize it now that I am back in it part time. The course I took and the volunteer work I did last spring were necessary, I feel, to explore a bit. Right now I'm glad to be where I am. I may try branching out in another direction later."

Someone who quit a job to reenter college noted:

> "It has taken me awhile to reach the point where I was confident enough to quit my job and go to school full time. My boss allowed me to attend two classes during the work day and I took another at night. Next fall I will enroll full time. I have experienced a surge in confidence and noticed a difference in my attitudes toward others and their attitude toward me. My new found strength makes me less vulnerable to the opinions of others, but it also gives me more responsibility to be sure that my confidence doesn't turn people off. Many people don't know how to handle a self-confident, assertive woman."

And another said:

> "I'm very excited about my new career as a student. I won a district award from the local Soroptimist Club. The $50 award is given to women over thirty, who are heads of households and want to go back to school. If I should win the regional award, I have a chance to win the national which is a $1,000 grant. Thank you for caring enough about women like myself who need encouragement and a sense of where we want to go. I still don't know for sure what the end result will be, but I do know that college is the first step for me."

Someone who had found help in setting priorities wrote:

> "The course helped me greatly in setting priorities and not feeling guilty. In knowing that I've decided on a goal and not wavering when other outside role expectations impinge. When someone asks, 'How will you have time to be a full time graduate student?' I feel really good about replying, 'It's simple, that's how I've chosen to spend my time for the next nine months'."

And in referring to the instructor as a role model, someone said:

> "Jeanne Smith is herself a shining example of what a woman reentering the work force can become. She's a perfect role model to have before a classroom full of women, supporting them that 'they too can.' Her interest and support in me as an individual is one of the strongest shots in the arm that gave me the courage to enroll at Sacramento State in their school of counseling Master's program."

There were also negative comments in post course evaluation:

> "No, my expectations were not fulfilled. Actually the course was not at fault. My own hesitancy to make a decision was."
>
> "I don't really know. I came into the course with no expectations. I'm still equally confused, but I do feel I know myself a little better."
>
> "Well, in some ways it helped. I really thought we would go into things in more detail."
>
> "I still don't feel I have much of an idea of what jobs are out there, what their salary possibilities are, or how, precisely, to find out about them."
>
> "No, I still don't know what I want to do, but I'm not so worried about it now. I feel so much better about myself."

At the end of course evaluation, expectations were fulfilled for 82% and not completely fulfilled for 4%. The others did not respond.

In evaluating the course at the end of the series, the participants listed the things that they liked best about the course (Table 14). Having to assume individual responsibility for self evaluation was the most liked portion of the course. Homework was given preferential status by over 7%.

TABLE 14

POST COURSE EVALUATION
BY PARTICIPANTS

LIKED BEST BY GROUP

Category	Count	Percentage Of Responses
Self-Evaluation, Individual Responsibility	67	20.1%
Format, Organization-Content	52	15.6
Interpersonal Relations, Mutual Support	52	15.6
Instructor's Style-Encouragement	51	15.3
Guests-Speakers	38	11.4
Homework	24	7.2
Testing	24	7.2
Group Interaction, Exercises	18	5.4
Readings	4	1.2
Films, Videotapes	3	0.9
Rearranging Seats Weekly	1	0.3
Total Responses	334	100.0%

Homework was the least liked part of the series (Table 15). Individual responsibility for self evaluation was least like by less than 9% of the participants.

TABLE 15

POST COURSE EVALUATION
BY PARTICIPANTS

LIKED LEAST BY GROUP

Category	Count	Percentage Of Responses
Homework	32	21.2%
Short Time- Hours, Weeks	22	14.6
Nothing	21	13.9
Testing	14	9.3
Self-Evaluation, Individual Responsibility	13	8.6
TV/Videotape	11	7.3
Being Only Man	9	6.0
Guest Speakers	9	6.0
Sharing In Groups	6	4.0
Lecture, Particular Session	6	4.0
Women's Lib. Aspect- Sitting So Long- Sitting At U-shaped Tables	4	2.6
Class Location	3	2.0
Large Class Size	1	0.7
Total Responses	151	100.0%

Participants suggested changes in the series: more small group discussion, more calendar and clock time, and more information on options- work, career, and volunteer opportunities (Table 16).

TABLE 16

POST COURSE EVALUATION
BY PARTICIPANTS

SUGGESTED CHANGES BY GROUP

Category	Count	Percentage Of Responses
More Small Groups, Discursion	34	18.7%
More Time- Week/Hours	29	15.9
More Information On Options- Career, Volunteer, Education	28	15.4
None	26	14.3
Other*	17	9.3
More Tests	12	6.6
More Individual Help	10	5.5
Comments On Homework	7	3.8
+Course Name	7	3.8
More Guest Speakers	5	2.7
Smaller Class Size	4	2.2
Presented For Others- High School Grads, Prison Inmates, Retiring Military	3	1.6
Total Responses	182	100.0%

*
+Sequence Of Sessions
+More On family relations/help for housewives
+Homework On Alternatives
+Homework On Accomplishments
More Publicity
Testing Optional
Assigned Readings With Discussion
Statement Of Course/exercise Goals
More Help For Employed Students
More On Man's Point Of View
Clearer Audiovisuals
Homework Assignments Within Groups
Books On Loan Basis

+Changes Made

Since suggestions were made in evaluations at the end of each series, many ideas were incorporated as the series evolved.

There were various suggestions for follow-up to the course (Table 17). Most desired was continuing contact with the instructor through individual counseling sessions, phone conversations, correspondence, or questionnaires. Frequent comments were:

"I don't want the course to end."

"I wish I'd had the course several years ago."

"I wish my children could take the course."

About one-fourth wanted a series reunion. When six month and one year reunions were scheduled there was low attendance. The end of course "high" was not maintained.

TABLE 17

POST COURSE EVALUATION
BY PARTICIPANTS

FOLLOWUP BY GROUP

Category	Count	Percentage Of Responses
Individual Counseling Session	41	23.8%
Reunion	40	28.3
Followup Contact- Phone, Letter, Survey, Homework	28	16.3
Continued Contact With Instructor	25	14.5
Individual Responsibility	13	7.6
Continued Course "Yes we did..."	7	4.1
Notification Of Similar Courses	6	3.5
Class Roster, Contact With Others	5	2.9
None Needed	4	2.3
Skills Study	1	0.6
Campus Visit	1	0.6
Visit From Former Student	1	0.6
Total Responses	172	100.0%

The change of the series title changed participants' expectations (Table 18). Whether or not the course was called "You Too Can Return to College" influenced the number who came seeking reorientation to college and academic life.

TABLE 18

EXPECTATIONS OF COURSE ACCORDING TO TITLE/TITLE CHANGE

	Original Title "You Too Can Return To College"		New Title "You Too Can..."	
Category	Number Of Responders	Percentage Of Responders	Number Of Responders	Percentage Of Responders
New Opportunities/Goals	56	40.0%	60	65.9%
Reorientation To College	33	23.6	7	7.7
Evaluate Academic Ability	28	20.0	4	4.4
Personal Reassessment	14	10.0	19	20.9
Reinforcement And Support	9	6.4	1	1.0
Total	140		91	

Attendance at the series was consistently high and attrition was extremely low; five persons (2 men, 3 women) dropped out. Instructors of other reassessment series have found a high dropout rate, especially in no fee courses. The investment of money and the development of a strong group feeling contribute to persistence.

During Fall quarter, 1975, the television network was used. This presented some special problems. Jeanne Smith travelled to Learning Centers in Stockton, Concord, and Yuba City for the initial session and testing. The remaining sessions of the Davis class were televised. Off-campus groups viewed the sessions and participated in exercises at the Learning Centers. Phone talk back provided contact with the on-campus class and instructor. Jeanne returned to the off-campus centers for individual conferences following the series.

Technical problems with televised instruction and the high cost of travel, production, and transmission made this a one-time experiment. The experience for participants was also less productive.

From Fall, 1973 though Fall, 1975, the series was subsidized by the Part-Time Degree Program through the instructors time. Individual follow-up conferences were included as a regular part of the series. After that time, the series became a self-supporting University Extension course and the instructor was

paid from course fees. Follow-up conferences were eliminated except for potential UC Davis students who came for preadmission counseling to the Academic Reentry Office. Individual conferences are highly desirable but time consuming for the instructor.

Proposed Reassessment Plan

An ideal reassessment plan can be proposed from the results of this study and experiences with the series, "You Too Can..."

Reassessment can be one activity of a reentry center. This center would include individual and group rooms, reading room with a lending library, career and study skills resource areas. The instructor would be on the center's staff.

Six three-hour sessions would be scheduled at weekly intervals. Groups would include 12 to 15 persons and would be heterogeneous in composition by age, sex, and occupational status. Persons would, however, be grouped by educational level. Participants would be expected to invest a significant but not excessive amount of time, money, and energy (intellectual, emotional, physical).

The goals for the series, sessions, and exercises would be clearly stated. The instructor would be an enthusiastic model and present a creative, fast-moving approach. Participants would be expected to take responsibility for self evaluation and their personal process. Group interaction would be an integral part of all activities.

The series format would include films, videotapes, exercises, and guests who could serve as role models. Out of class activities such as homework and reading assignments would be discussed in small groups during the sessions. Interest and ability testing and interpretation would be offered. Topics for special consideration:

- educational, vocational, and career options
- special problems of the employed, housewife, and men
- changes in relation to families and significant others

Series follow-up would include:

- individual conferences
- class roster distribution
- drop-in or phone-in opportunities
- campus visits
- study skills sessions or videotaped learning modules
- career development sessions
- annual group reunion with assessment session

This ideal plan could guide a person through transition to a more fully actualized self.

Observations

1) Reassessment series facilitate life change and college/career reentry.
2) Life change is deterred by the complexity of personal situations.
3) Changes occur most frequently for persons between ages 30 and 45.
4) Persons are more likely to make changes after the first child enters school.
5) Reentry to college at the graduate level is less frequent and more difficult.
6) The community college provides a bridge for reentry and change in area of study.
7) College reentry changes self concept.
8) Personal reassessment and support are the most valued series outcomes.
9) The series name influences participant's expectations.
10) The instructor is valued as a role model and a continuing contact.
11) A reentry center provides a locus for exploration of change alternatives.
12) Assessing personal change one year after series participation reflects only the beginning of life transitions.

Opportunities for Further Study

1) Two, three, and five year later follow-up would assess long term effects of the series.
2) In-depth work with persons who have changed would assess individual and family system adaptations and consequences.
3) Life satisfaction of non-changers and changers could be compared.

Appendix A

YOU TOO CAN....

Jeanne W. Smith, Instructor
Office: Academic Reentry
376 Mrak Hall
UC Davis
Phone: 752-2820

Session 1 YOU
Preassessment of group and individual needs
Self management and you
Administration of Strong Vocational Interest Inventory
Homework: Life's Diary

Session 2 YOUR WORLD
Interacting with family and community
Men and women's life patterns
Film: You Pack Your Own Chute
Homework: Ten Roles

Session 3 YOUR INTERESTS AND ABILITIES
Administration of ability test
Discussion of test results
Homework: Seven Accomplishments

Session 4 YOUR WORLD'S CAREERS
The Job Market and You
Other alternatives and choices
Homework: Transferable Skills

Session 5 YOUR WORLD'S EDUCATION
College opportunities and how to use them
Videotape: panel discussion of reentry students
Homework: Map of Alternatives

Session 6 WHERE IN YOUR WORLD ARE YOU GOING?
Preparation for change
Sharing of alternative maps
Goal setting for positive action
Course evaluation

Appendix B

YOU TOO CAN...
Homework Assignments

SESSION I: Life's Diary

1. Write a diary of your life--where you've been, what you've done
2. When finished, go back over it and make two lists:

THINGS THAT ON THE BASIS OF PAST EXPERIENCE I WANT	
To repeat or use in my future life	To avoid in my future life

3. Underline the most important things on each list.
4. Rank them in order of decreasing importance to you.

SESSION II: Ten Roles

1. Write the name of a role you fill at the top of each of ten sheets of paper.
2. After the role, write what "turns you on " about that role.
3. Arrange the role in priority, your most important identity on top.
4. Go over all the roles and see if there is a common denominator in what turns you on. Record this on a summary sheet.
5. List your roles in priority--as they are, as you'd like them to be.

SESSION III: Seven Accomplishments

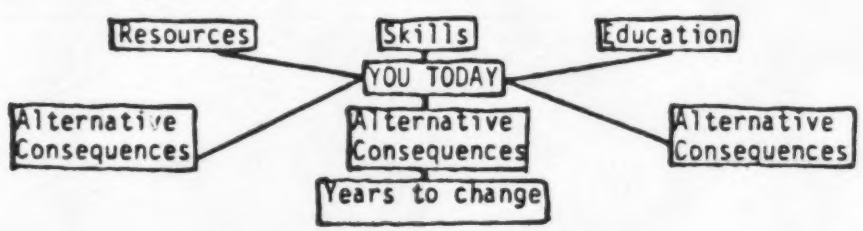
1. Select your seven most satisfying accomplishments
2. Write in detail about each--as if describing it to a child--
   What were the outcomes and results?
   How did you go about accomplishing it?
   Why was it important to you?

SESSION IV: Functional/Transferable Skills

1. Analyze each of your seven accomplishments and record skills uses on the summary sheet.
2. Total each skill area's tally.
3. Identify your five highest skill areas

SESSION V: Alternative Map

1. Chart the personal resources and training you have today.
2. Chart the alternatives you see for yourself in the future.
3. List the consequences you will experience with the choice of each alternative.
4. Try to set a time goal for the completion of each alternative and a time for change in direction of your life.



YOU TOO CAN.....
SUGGESTED READINGS

Appendix C

Personal Growth and Self-development

Carl R. Rogers, ON BECOMING A PERSON, Houghton Mifflin Co., 1961
A collection of essays with special note of Ch. 6, "What it Means to Become a Person."

John Powell, WHY AM I AFRAID TO TELL YOU WHO I AM?, Argus Communications, 1969
Ch. 2, "Growing as a Person," is a good starting point.

Sydney Jourard, THE TRANSPARENT SELF, Van Nostrand Reinhold, 1971
A follow-up to WHY AM I AFRAID... with emphasis on interpersonal communication.

John Scanzoni, SEXUAL BARGAINING, Prentiss Hall, 1972
A chapter on marriage in the process of change.

Nena & George O'Neill, SHIFTING GEARS, M. Evans & Co., Inc., 1974
Self-management and creative maturity.

Mel Krantzler, CREATIVE DIVORCE, M. Evans & Co., Inc., 1973
A new opportunity for personal growth.

Alan Lakein, HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE, McKay & Co., 1973
Chapter 5, "What Do You Really Want from Life?"

Gail Sheehy, PASSAGES-PREDICTABLE CRISES OF ADULT LIFE, E.P. Dutton & Co., Inc., 1976
Pick your decade and focus on where you are.

Virginia Satir, PEOPLEMAKING, Science & Behavior Books, 1972
Family interaction and planning with significant others.

Life Goals and Career Seeking

Richard N. Bolles, WHAT COLOR IS MY PARACHUTE?, Argus Communication, 1973
Ch. 5, "Only You Can Decide: What Do You Want to Do?" - describes goal setting techniques and exercises used in class plus others.

Richard K. Irish, GO HIRE YOURSELF AN EMPLOYER, Anchor Press, 1973
Ch 2, "Getting it Together," has excellent help especially with preparing functional resumes.

Bernard Haldane, CAREER SATISFACTION AND SUCCESS, AMACOM, 1974
Ch. 9, "Mid-career Development and Renewal."

Donald B. Miller, PERSONAL VITALITY, Addison-Wesley Co., 1977
Career blending and the matching process.

Letty Pogrebin, GETTING YOURS, HOW TO MAKE THE SYSTEM WORK FOR THE WORKING WOMAN, Avon Books, 1975, Ch. 9, "Taking Control of Your Life" and Ch. 23, "The Change of Life You Can Control."

Elinor Lenz and Marjorie Chaevitz, SO YOU WANT TO GO BACK TO SCHOOL, Mc Graw-Hill Book Co., 1977, Facing the realities of educational reentry.

Miriam Hecht and Lillian Traub, ALTERNATIVES TO COLLEGE, Mac Millan, 1975
Widens horizons in the world of you and the world at large.

Eileen Gray, EVERYWOMAN'S GUIDE TO COLLEGE, Les Femmes, Millbrae, CA., 1975
Special help on how to finance an education.

Appendix D

Date_____ _____

Name_____

Address_____ Phone:_____
Street City Zip area number

Marital Status: Married_____ No. of Children_____ Ages_____

Formerly Married_____

Single_____ _____

Age_____

Employed_____Homemaker_____ _____

Last School Attended_____Year_____

Student Status at that Time: Freshman_____

Sophomore_____

Junior_____

Senior_____

Graduate_____

Degree Held:_____

Major Field of Study (if decided)_____

Work Experience:

Volunteer Experience:

How do you expect this course will be of help to you?

How did you learn about this course?

Appendix E

COURSE EVALUATION

"You, Too, Can Return to College"

Date_____

Location_____

What did you like best about the course?

What did you like least?

What changes could you suggest?

Were your expectations for the course fulfilled?

What follow-up would you suggest?

Appendix F

Name_____ Address_____

City_____ Zip_____ Phone(area)_____no._____

Location of Course_____ Quarter _____ 19_____

INSTRUCTIONS: Check only one response per question and only those questions that apply to you.

1. Since taking the course, "You Too Can ~~Return to College~~," have you:
   ( ) chosen not to enroll in college
   ( ) enrolled in a college
   ( ) completed a degree
   ( ) acquired a job
   ( ) made no change
   ( ) other, please specify_____

2. What part of the course was most helpful to you in making your decision?

   _____

   _____

3. In taking the course, did it provide you:

(Check one in each row)	Very Much 1	Some 2	Very Little 3	None 4
a. help in encouragement needed to enroll in college	☐	☐	☐	☐
b. help in clarification of life goals	☐	☐	☐	☐
c. help in giving confidence in academic areas of interest	☐	☐	☐	☐
d. other, please specify and rate . .	☐	☐	☐	☐

   _____

4. If you did not enroll in college, what was the main reason:
   ( ) no college near enough to continue my education
   ( ) could not work it into present life (e.g., family responsibilities, job, costs, etc.)
   ( ) lack of self-assurance in academic areas of interest
   ( ) have taken other avenues, besides college to satisy goals and interests
   ( ) other, please specify_____

   _____

5. If you enrolled in a college was it a:
( ) Junior College
( ) State University
( ) University of California
( ) other_____

6. Are you a:
( ) Full-time student
( ) Part-time student
( ) other, specify_____

7. If enrolled what is your student status at this time:
( ) lower division ( ) upper division ( ) Graduate

8. If enrolled, how do you rate your experience as an adult student relative to each of the following statements:

(Check one in each row)	Very Much 1	Some 2	Very Little 3	None 4
a. support from family	☐	☐	☐	☐
b. encouragement from instructors and other students	☐	☐	☐	☐
c. concept of self has changed (e.g., new interests, more out-going, feelings of accomplishments, etc.	☐	☐	☐	☐
d. find it difficult to concentrate and discipline studying	☐	☐	☐	☐
e. family and social life has changed	☐	☐	☐	☐
f. other, please specify and rate				
_____	☐	☐	☐	☐

9. Any comments about the course or your present activities that were not covered in this questionnaire would be appreciated.